

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ ☐ ☐ ☒
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Mrs. Shelley DiBacco

Official School Name: St. Joan of Arc School

School Mailing Address: 498 East Washington Street
 Chagrin Falls, OH 44022-2959

County: Cuyahoga State School Code Number: 056432

Telephone: (440) 247-6530 E-mail: sdibacco@stjoanofarc.org

Fax: (440) 247-2045 Web URL: www.stjoanofarc.org/school

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Margaret Lyons Superintendent e-mail: mlyons@dioceseofcleveland.org

District Name: Diocese of Cleveland District Phone: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11PV110

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 13

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	10	13	23
K	9	10	19		7	9	5	14
1	15	2	17		8	7	10	17
2	11	9	20		9	0	0	0
3	7	12	19		10	0	0	0
4	12	15	27		11	0	0	0
5	11	8	19		12	0	0	0
Total in Applying School:								175

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	197
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>13</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	97%	97%	97%
Daily teacher attendance	98%	98%	99%	99%	99%
Teacher turnover rate	6%	12%	18%	0%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2007-2008, three teachers retired.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

St. Joan of Arc School has offered a faith-based education opportunity to families in the Chagrin Falls area for over forty years. With full accreditation from the Ohio Board of Education and the Ohio Catholic School Accrediting Association, the school consistently maintains high academic standards. Graduates have initiated an impressive leadership journey that will serve as the foundation for their success in family, career, and civic life. Students are also well prepared to meet the challenges of the most demanding high schools. St. Joan of Arc has an enrollment of 175 students, in kindergarten through eighth grade. Even though students live in some of Ohio's highest-rated public school districts, their families choose the unique educational experience offered by St. Joan of Arc School.

The St. Joan of Arc faculty is knowledgeable and dedicated; teachers have an average of twelve years experience and over half the staff hold advanced degrees. The student-teacher ratio is 18:1. Administrators and teachers participate in continuing education activities and enthusiastically investigate and incorporate improved educational programs and methods to meet each child's needs.

The mission of the school, "Inspired by the Gospel of Jesus Christ, St. Joan of Arc School fosters academic excellence, responsibility to self, and service to others," serves as a catalyst for daily activities.

Academic Excellence

Guided by a detailed school improvement plan, St. Joan of Arc School annually evaluates student performance and curriculum standards. In the past five years, the school has initiated and implemented enhancements to the reading, language arts, social studies, and math curriculums designed to improve student achievement levels. Most graduates attend academically challenging private high schools. All of the 2010 graduating class gained entrance to the private school of their choice. The school's outstanding technology program, supported by a computer lab, school-wide wireless capability, a SMARTboard in every classroom, thirty laptops on mobile carts, an automated library, and in-house television broadcasting, is seamlessly integrated into class study by a technologically savvy teaching staff.

In 2010, St. Joan of Arc's Destination Imagination team advanced to fourth place at the state level. St. Joan of Arc was one of two schools given gold level recognition from the Ohio Gold, Excellence in Physical Education Award Program. Students have progressed to regional competition in both Science Fair and Power of the Pen contests, with some advancing to the state level. Gibson Guitar selected St. Joan of Arc students to decorate guitars to be auctioned at the Rock and Roll Hall of Fame to raise funds for three local non-profit organizations.

Responsibility to Self

As a faith-based school, St. Joan of Arc strives to instill in its students a moral compass by which to conduct a meaningful life. Students in grades five through eight are trained in conflict resolution and function as Peer Mediators. Another area of focus is environmental stewardship. Students, staff, and parents recycle plastics, printer cartridges, and paper. After receiving a grant from the Cuyahoga Waste District to study the effectiveness of anaerobic decomposition versus aerobic decomposition, the school began a composting program. Students compost lunchroom food waste daily.

Service to Others

St. Joan of Arc is actively committed to involvement in the community, both within the parish and outside it. During Advent and Lent, partner grades prepare breakfast and entertain parishioners once a week to maintain a strong connection with the church community. Within the past year, students have raised money and/or donated specific items for the West Side Catholic Center, Autism Walk-A-Thon, Geauga Humane Society, Salvation Army Toy Drive, Chagrin Falls Park Food Bank, Ozanam Center, WomenSafe, and have supported a local family by paying their utility bills. Student Council annually conducts a Red Cross Blood Drive. K-4 students entertain at local nursing homes during the holidays.

St. Joan of Arc School benefits from strong parental involvement. Dialogue between school administration and parents is actively promoted through biannual Parent Town Hall Meetings. Parents play significant roles in all aspects of school life, assisting teachers in reading programs, library activities, and hands-on science projects. An active Parent Teacher Organization raises an average of \$50,000 annually for school programs, having funded all technology innovations and renovation of the science and art labs. Parents serve on the Needs, Resources, and Assessment Committee and the Marketing Committee to partner with the administration in defining and accomplishing short/long-term goals. Through the Catholic Youth Organization athletic program, school parents organize and coach many student teams.

Although small in size, St. Joan of Arc School accomplishes much. The school is able to provide a low student/teacher ratio and maintain a special connection to parents and the community. This shared dedication to excellence encourages each student to grow intellectually, physically, and spiritually. Families who choose St. Joan of Arc do so for the combination of rigorous academics and the commitment to gospel values.

1. Assessment Results:

St. Joan of Arc School uses the Iowa Test of Basic Skills (C), (ITBS), to test students in grades one through seven in the late winter of each academic year to measure achievement in core subject areas relative to local and national grade level peers. All grades are tested in order to provide continuity in assessment of the yearly progress of the students. Faculty members analyze these scores to determine any unmet needs in the curriculum and address these areas in their curriculum maps. Scores are communicated to teachers, students, parents, and the St. Joan of Arc community. St. Joan of Arc does not participate in the state assessment program. The St. Joan of Arc School population does not have any subgroups.

The percentile rank of the National Student Norms ITBS 2009-2010 results indicate that in the subject of reading, tested students scored at least seven points above the Blue Ribbon qualifying score. Grades one, two, three, five, and six scored at least thirteen points above the qualifying reading score. In math, all grades with the exception of grade five scored well above the required qualifying score with a point difference of no less than nine. The highest grade tested, grade seven, scored eight points higher than the qualifying score of 72 in reading and thirteen points higher than the qualifying score of 69 in math. All students who were on an Individualized Education Plan (IEP) were not included in the data in the most current year tested. The results of their tests were used to provide feedback in the development and implementation of their educational plans.

The National Student Norms published reading and math scores during the past five years are, with few exceptions, in the top twenty-five percent of the population. Typically, decreases in scores in particular years can be attributed to the inclusion of test scores from students who were subsequently placed on IEPs. Historically, the National School Norms for seventh grade have been in the top twenty percent.

Students in grades three, five, and seven are also administered the Cognitive Abilities Test to ascertain the student's capacity to acquire the knowledge necessary to be successful at St. Joan of Arc School. For the 2009 – 2010 school year:

- students in grade 3 received a Standard Age Score (SAS) of 112.3, an Age Percentile Rank (APR) of 78 and a Stanine Score of 7;
- students in grade 5 achieved a SAS of 109.0, an APR of 71, and a Stanine Score of 6.;
- grade 7 students' SAS scores were 113.3, with APR scores of 80, and a Stanine Score of 7.

All students with learning disabilities receive individual tutoring and small group instruction from auxiliary personnel.

St. Joan of Arc students have consistently performed well on the National School Norms measure. For the most part, students have scored in the top tenth percentile over the past five years in reading, math, and language arts. These scores reflect the various improvements that have been implemented as a result of the committee work stemming from the accreditation process. Yearly analysis of the ITBS statistics spurs aggressive action by the faculty to address any shortcomings and improve instructional methods.

High performance is an expectation among the St. Joan of Arc School stakeholders, faculty, and students. St. Joan of Arc School strives to maintain the high quality of student achievement through communication among the faculty, through the use of curriculum mapping, and through the use of differentiated instruction. In this way, the school meets the individual needs of all the students. Given the relatively small class sizes, St. Joan of Arc School is able to provide a great deal of individual attention and a quality of classroom interactions not obtainable in larger school settings. These characteristics are reflected in the consistently high achievements in the ITBS and Cognitive Ability Test

scores. St. Joan of Arc School continually strives to maintain these scores by utilizing Best Practice Principles and by continually educating the faculty in cutting edge teaching techniques.

2. Using Assessment Results:

St. Joan of Arc strives to provide students the skills needed to succeed in their academic careers and in life. Standardized testing allows administrators and teachers to annually evaluate progress towards this goal, overall school performance, and the individual progress of each student. By testing all grades, St. Joan of Arc exceeds the diocesan mandate of testing only in grades one, three, five, and seven. Although St. Joan of Arc scores are consistently high, slight declines in ITBS math and language scores prompted significant curriculum changes over the past several years.

In September of 2006, a Language Arts Committee was formed to address any apparent deficiencies and employ remedial actions and intervention strategies throughout all grade levels. Using best practice principles as a guideline, the committee developed grade appropriate rubrics to measure and record yearly progress in student writing in a permanent portfolio for each student. With each new school year, teachers utilize these portfolios to gauge each student's incoming ability and to differentiate instruction accordingly.

Changes to the reading curriculum include a new Macmillan/McGraw-Hill series called Treasures, and daily practice exercises from Enhanced English and Simple Solutions for English. Supplemental programs that included poetry workshops, storytellers, and a presentation by a nationally acclaimed author and illustrator engaged the students in writing activities.

Math teachers continue to augment the text with Simple Solutions for Math in grades one through six for skill practice and to enhance student understanding of basic math concepts. St. Joan of Arc has also enrolled in IXL, a web-based tool used to help develop mastery of skills in specific content areas. Students have access to math problems that align to state standards. Teachers and parents are provided online reports to monitor student progress.

For each student, standardized testing is analyzed to monitor student progress from year to year and to identify children for placement into skill-appropriate programs. The classroom teacher and the auxiliary staff further evaluate students scoring in the lower stanines. In cooperation with parents, individual education plans are implemented when deemed appropriate to improve student opportunity for success. ITBS scores are also used to identify advanced students. To qualify for admission to high school level algebra as an eighth grader, students must show high test scores in addition to scoring well on a readiness exam.

3. Communicating Assessment Results:

St. Joan of Arc School's partnership with parents, the parish, and the local community is strengthened through frequent communication. Student performance is communicated in several ways to St. Joan of Arc stakeholders. In the fall, general scores are presented to the St. Joan of Arc school community in a 'State of the School' address. The parish and local community are kept informed of academic excellence in published marketing materials, news articles, and on the St. Joan of Arc school website, www.stjoanofarc.org/school.

Student performance is communicated to parents in the form of progress reports issued at the middle of each quarter, and report cards at the end of each quarter. Junior high grades are electronically accessible via the St. Joan of Arc webpage on a biweekly basis.

During the first quarter, parents participate in annual parent-teacher conferences. Additional optional conferences are offered at the end of second quarter. However, parents are not limited to this schedule; they may request an individual consultation at any time to discuss student progress. This collaborative effort between parents and teachers ensures the needs of each student are monitored and met.

Riverside Publishing provides a parent letter with the ITBS test result that is sent home each spring with the report cards. Grade level ITBS scores are published in the St. Joan of Arc school brochure. The principal meets individually with first grade parents to discuss their child's CogAt results along with their child's web-based ability profile. After the kindergarten screening, the principal meets with the parents of incoming students to communicate the results of their readiness scores.

St. Joan of Arc School operates on the belief that teacher-to-teacher communication is an intrinsic part of academic success. Grade appropriate rubrics that measure and record yearly language arts progress are included in a permanent portfolio. These portfolios are passed on to the upcoming teacher at the beginning of each year. This collaboration enables the teacher to design instruction to meet the individual needs of each student.

4. Sharing Lessons Learned:

St. Joan of Arc School is part of a closely-knit network of schools in the Diocese of Cleveland. Faculty and administrators from these schools meet frequently to share ideas and compare information on best practice principles.

The Five Year Accreditation Plan required by the diocese mandates a data-driven progress report every two years. The Diocese of Cleveland adopted the St. Joan of Arc progress report to use as a model for other schools to follow when creating their reports. St. Joan of Arc also provided needed guidance and suggestions to other schools completing the process.

St. Joan of Arc teachers are well regarded for their knowledge of integrating technology into the classroom curriculum and are frequently requested to lecture at area workshops. Presentations have included a seminar on the classroom use of the SMARTboard at the Diocesan Technology Today Conference and, in the following year, at the Urban Conference for Catholic Schools.

St. Joan of Arc School administrators communicate regularly with area teaching colleges such as Ursuline College, Notre Dame of Ohio, and Mount Union College. Teachers serve as classroom advisors during student teaching experiences. St. Joan of Arc also values mentoring first-year teachers. Faculty members, qualified in the Pathwise Mentor Program, prepared several first-year teachers for their final Praxis exams. And finally, many former students return during their senior year of high school to participate in a program designed to promote teaching as a career.

Valued for experience and teaching expertise, faculty members have been appointed to serve on diocesan curriculum development committees. Faculty members also serve as Curriculum Mapping and Easy Grade Pro liaisons between the Diocese and St. Joan of Arc faculty members.

St. Joan of Arc School hosts open houses and events showcasing school successes to the general public. These include Kindergarten Preview Day, Catholic Schools Week Open House, Grandpals' Day, and prospective parent school tours. In addition, a virtual school tour is available from the St. Joan of Arc website. The principal keeps stakeholders apprised of school events in both the parent and parish weekly bulletins. If awarded the Blue Ribbon status, St. Joan of Arc will proudly incorporate this distinction into all of its communications.

1. Curriculum:

St. Joan of Arc School's curriculum follows the Diocese of Cleveland's Graded Course of Study. This curriculum meets or exceeds the standards set by the Ohio Department of Education. All St. Joan of Arc students receive instruction in religion, language arts, mathematics, social studies, science, computer education, health, physical education, music, drama, and art. Students in grades one through eight additionally receive instruction in Spanish; musical instrument instruction is offered as an elective in grades three through eight.

Religion

St. Joan of Arc School students receive religious education at all grade levels. The instruction program focuses on the foundation and beliefs of Catholic Christianity. Students learn about their faith, emphasizing the importance of living their faith. As a spiritual community, students participate in daily prayer, assist in planning weekly school liturgies, and participate in service projects throughout the academic year.

Language Arts

Students graduating from St. Joan of Arc have strong oral and written communication skills. Students are consistently required to utilize language arts skills in other curriculum areas. St. Joan of Arc has augmented its language arts curriculum for all grade levels through the addition of the Enhanced English and the Simple Solutions for English programs that provide daily practice, review and reinforcement of parts of speech, punctuation, spelling, and dictionary skills. Students compete in the Power of the Pen contest and the Scripps National Spelling Bee.

Beginning with "All About Me" in kindergarten, and progressing throughout other grade levels, with presentations including state projects, Caldecott Awards, Newbery Tea, and Famous Ohioans Wax Museum, students learn to communicate in a formal way and employ their unique style. The eighth grade students compose and present persuasive speeches strictly from memory, without the aid of notes. Feedback from former students indicates a high level of preparedness and confidence for presentations in high school.

The library offers a broad selection of books, enhanced each year, enabling students to select content that appeals to them. The library functions as a research hub with computers, Internet access, and reference materials staffed by a professional library media specialist.

Mathematics

A comprehensive mathematics program incorporates instruction in computation, problem solving, reasoning, and critical thinking, as well as application of these concepts to daily life and other areas of the curriculum. Qualifying students entering the eighth grade are selected to participate in an Algebra class. Most students completing the Algebra course advance to a higher-level mathematics course during their freshman year.

Social Studies

The Graded Course of Study includes seven instructional strands: religious heritage, government, economics, history, people in societies, geography, and citizens' rights and responsibilities. Students experience social studies firsthand by participating in mock elections and creating many hands-on projects to make the subject come alive.

Science

St. Joan of Arc boasts state-of-the-art indoor and outdoor science labs with unlimited access for all grades to conduct hands-on experiments. Students are taught the nature of science and to accurately apply

appropriate concepts and principles. Fifth graders experience nature firsthand by attending the Cuyahoga Valley Education Center Camp. Emphasis is placed on the scientific method of inquiry process. Students participate in an annual Science Fair and have received local and statewide recognition.

Health, Nutrition, and Physical Education

St. Joan of Arc's health, nutrition, and physical education program emphasizes the importance of adopting a healthy, active lifestyle. Health courses focus on both physical and mental health, nutrition, and the importance of making sound lifestyle decisions. A unique aspect of the physical education program is St. Joan of Arc's association with Cleveland Metroparks. Courses in cross country skiing and golf, taught by the Metropark staff, are part of the physical education curriculum in grades four through eight. Younger students are taught to ice skate through a program offered through Gilmour Academy.

The Arts

Education in art, music, and drama provides a creative outlet for students. Last year, the students were selected by Gibson Guitar to decorate guitars that were auctioned for charity at the Rock and Roll Hall of Fame. Art projects are coordinated with teachers to complement units of study.

In music classes, students prepare for performances, gain an understanding of different types of music, and study international composers. In 2008, St. Joan of Arc added drama classes to the curriculum. Activities culminate in a performance for the school community, such as last year's School House Rock. Students also joined forces with the Cleveland Opera to perform as actors in operas with professional musicians. Music lessons and/or participation in the school band and string ensemble are optional.

Foreign Language

St. Joan of Arc School is in compliance with the program's foreign language requirement. Students in grades 4-8 receive forty minutes of graded Spanish instruction per week. In 2008-2009, the Spanish program was expanded to include the primary grades.

2. Reading/English:

St. Joan of Arc recognizes that cross-curricular reading is essential for success in all academic areas. All teachers are considered teachers of reading. The reading curriculum develops skills of communication, reading, speaking, listening, viewing, and research. This is in accordance with the Diocese of Cleveland's reading curriculum and the five content standards for reading set forth by the Ohio Department of Education.

St. Joan of Arc adopted Treasures, a differentiated reading program developed by Macmillan/McGraw-Hill and as such, provides resources to help all students succeed. It is a research-based, comprehensive reading and language arts program for grades K-6. Quality literature, combined with explicit instruction and ample practice, ensures that students grow as lifelong readers and writers.

St. Joan of Arc School's reading instruction begins in kindergarten with a multisensory learning approach. Focusing on building a solid language foundation, this approach emphasizes readiness skills, letter and word recognition, beginning, medial, and ending sounds, and long and short vowel sounds.

Throughout the primary grades, teachers concentrate instruction on phonemic awareness, sight words, vocabulary, and word study skills. Reading comprehension proficiency is developed through the use of leveled readers, reading centers, and other individual and group activities. In addition, sets of Project Read books, borrowed from the Cuyahoga County Public Library, provide multiple copies of high quality children's books for the class to read and discuss. Throughout the primary grades, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered to identify areas of student growth and weakness.

In grades four through eight, emphasis in reading instruction expands to include reading in content areas, development of critical and analytical thinking, as well as note-taking skills and the creation of graphic organizers. In addition to Project Read, students participate in the Accelerated Reader program and other library programs designed to encourage recreational reading. The school librarian and parent volunteers have also developed the Classic Read Challenge designed to encourage the students to read classic literature. Summer reading and other associated written assignments are required of all students.

Students with identified learning challenges receive early remedial intervention from classroom teachers and assistance within and outside the classroom through the Auxiliary Services staff. Accommodations for these students continue, if required, throughout their education at St. Joan of Arc School. Research and the St. Joan of Arc School's ITBS scores support the success of all of these approaches.

3. Mathematics:

St. Joan of Arc School views the study of mathematics as an integral part of education. Mathematics contributes to the development of the whole person by enriching each student's life and providing a practical tool for daily living. The St. Joan of Arc comprehensive mathematics program incorporates instruction in computation, problem solving and reasoning, and the practical application of these concepts.

A variety of strategies and methods is used to ensure all students have equal opportunities to learn. Opportunities to practice learned skills are given through the use of manipulatives, software, whole and small group instruction and discussion, and visual organizers. St. Joan of Arc School subscribes to the online math program IXL that students can access from home as well as school. This program allows teachers to differentiate instruction by assigning sections that each individual student needs to practice. This program provides scoring and feedback via email to the classroom teacher that measures each student's progress. Small group intervention and peer tutors are provided for students who need support. Math club in the intermediate grades provides assistance for students performing below grade level as well as enrichment for high-ability students. An enrichment geometry class is offered to seventh and eighth grade students.

Based upon ITBS scores, past performance, and a readiness test, some students entering the eighth grade are selected to participate in an Algebra class. Most graduates who have completed the Algebra course advance to a higher-level mathematics course during their freshman year.

Students in grades one through six use the supplemental program Simple Solutions for Math. This program provides a continuous review and practice of important math concepts and is used by classroom teachers several times weekly. During summer break, students in grades kindergarten through seven are required to complete a workbook that reinforces math concepts learned over the past academic year. These initiatives have eliminated the need for weeks of concept review during the academic year, and have allowed teachers to introduce more advanced material to students.

4. Additional Curriculum Area:

Realizing that 21st century students are attuned and responsive to technology, St. Joan of Arc strives to actively incorporate state-of-the-art technology into all aspects of the curriculum. A professional coordinator acts as Webmaster for St. Joan of Arc and guides students and faculty in the use of technology. The faculty has received training in the use of cutting edge Web 2.0 tools such as TodaysMeet, a backchannel chat room teachers create. It has been used specifically in social studies class as a tool for concept mapping, as well as answering critical thinking questions where there is no absolute or correct answer. St. Joan of Arc School has two mobile carts of iBooks, making this process easily incorporated into the classroom setting. A TodaysMeet chat session engages all students, as they are eager to see their responses projected onto the SMARTboard and onto each other's screens. Students have provided feedback indicating they enjoyed not having to wait to be called on, and feeling safe to respond in the group setting. This exercise does not replace the traditional form of classroom discussion,

but is a refreshing change to use periodically to keep the students engaged.

Different learning styles are addressed when teachers write class notes on the SMARTboard in various colors, catching the attention of students, in particular, those identified with attention deficit disorder. These notes are then uploaded to the web page that each teacher maintains for communicating with students and parents making them accessible outside the classroom setting. Absent students are able to keep current at home until they can return to school.

The seventh graders have corresponded through letters with a lieutenant colonel in the United States Army for several years. Because he is currently stationed in Afghanistan and has traveled the world, he has much knowledge to share with the students. This year, they also communicate through Skype, an exciting way for the students to learn about current events in Afghanistan.

St. Joan of Arc School is blessed to have parental support to raise the funds necessary to keep technological pace with the 21st century world. As students evolve in their sophistication in the use of technological devices, the faculty must continue to stay current as well. In their pursuit of fostering academic excellence, the St. Joan of Arc School faculty is committed to continued training and incorporating valuable technological tools in the classroom.

5. Instructional Methods:

Operating on the belief that all students can learn, St. Joan of Arc School is committed to designing teaching methods to reach students of all abilities. As such, the faculty has received extensive training in methods of differentiated instruction. These methods have been applied in many subjects including math and social studies. In the lower grades, after whole group math instruction, students are divided into groups based on ability. Students who are ready can continue on, while those who need remediation receive additional instruction. Beginning in grade seven, students are divided according to ability so they have the greatest opportunity to succeed.

Students identified with special learning needs receive remediation through aides and auxiliary staff. This individual attention provides the student an equal opportunity to succeed. The school also has student volunteers who are partnered with students requiring extra help and who stay after school for tutoring sessions.

Ability is not the only method of grouping that the faculty employs. The faculty understands that students also have different learning styles as defined by Howard Gardner. Students are given surveys to ascertain whether they are stronger in one style over the other. Teachers design either the 'process' or the 'product' with the learning styles in mind. Students are then grouped or individually assigned to projects that will best suit their learning style. When possible, intermediate and junior high classes offer some social studies assignments in the form of "Choice Boards" where students can choose projects that have been designed around learning styles to best convey their knowledge. In addition, tests are sometimes modified to challenge the higher-level students or to offer the remedial students the opportunity for success.

A specific example in eighth grade social studies involved the task of analyzing court cases involving the First Amendment. The students had to use critical thinking skills to summarize the case, evaluate the court's decision and state whether or not they agreed with the decision. The class was divided into two groups for this particular analysis, verbal and visual. The verbal learners wrote answers to analytical questions; the visual learners created a storyboard artistically depicting similar information. Both groups discussed the cases and presented them to the class, culminating in a whole group discussion about the First Amendment. Each student came away with a level of understanding they would not have achieved had all received the same assignment.

6. Professional Development:

St. Joan of Arc School's professional development plan emphasizes enhancing student learning and achievement. All staff development is aligned with Ohio State Content Standards, the Diocesan Graded Course of Study, and the school's improvement plan. Teachers are encouraged to attend workshops and programs offered by local educational institutions. Correlating with the school goals, teachers complete an Individual Professional Development Plan (IPDP), attend professional development opportunities that connect to the IPDP, and maintain a professional development file that documents inservice attendance. To support and encourage development, annual funds are allocated in the school budget for programs and paid leave is provided. Monthly early dismissal days provide additional time for professional development throughout the academic year. During these staff meetings, guest speakers address educational issues and teachers often share research-based strategies they have learned at professional development programs. The faculty continues to improve its instructional methods based on the knowledge gained at these programs.

The Accreditation Process and School Improvement Plan guide the scheduling of professional development. Topics of recent in-services include Differentiated Instruction, Using Gardner's Multiple Intelligences, Writing to Learn and Learning to Write, Gender Differences in the Classroom, Curriculum Mapping, Meeting the Needs of the 21st Century Learner, Bully-Free Zone, Spirituality of a Catholic Teacher, and Walking with the Saints.

While differentiation has always been a part of instruction at some level in each classroom, teachers are committed to discovering more advanced and sophisticated methods to differentiate. The staff is reading *Differentiating Instruction in the Regular Classroom* by Dr. Diane Heacox and implementing suggested strategies. Teachers have used various learning inventories from the book to ascertain the learning styles of students in their classrooms. Where appropriate, projects and tiered assignments are given based on the diagnosis of student needs and styles.

Guided by the mission statement, teachers are charged with developing and nurturing academic excellence. St. Joan of Arc School recognizes the key to student achievement is a qualified and motivated teaching staff. Professional development opportunities give teachers the tools to successfully perform their life's work. In this way, they continue their path of lifelong learning, serving as role models for the students. A commitment to faculty improvement enables St. Joan of Arc School to maintain the tradition of a superior and innovative Catholic education.

7. School Leadership:

St. Joan of Arc is part of a diocesan parish led by its pastor, who entrusts the management of all school issues to the principal. Integral to the principal's leadership at St. Joan of Arc is a focus on the school's mission statement: "Inspired by the Gospel of Jesus Christ, St. Joan of Arc School fosters academic excellence, responsibility to self, and service to others." In striving to achieve the three aims of this mission statement, the principal collaborates with faculty and parents, the other stakeholders involved in student success.

The principal conducts monthly faculty meetings providing the springboard for promoting new programs, reviewing current best practice methods, focusing on 21st century skills, and promoting ongoing dialogue among the faculty. Stressing the value of professional development, the principal actively encourages the staff to attend workshops and conferences and models this behavior herself. Additional monthly meetings are held by the primary, intermediate, and junior high level teachers to address grade level-specific issues.

Leadership is apparent at many levels. Faculty members trained as Pathwise Mentor teachers provide direction and assistance for new teachers. Language arts and religion committees were developed to make improvements in response to weaknesses in these subject areas. Cooperation between the pastor,

principal, and Parent Teacher Organization lead to ongoing improvements to the school. In addition, the faculty serves as advisers to Student Council, Peer Mediation, School Newspaper, School Yearbook, Spelling Bee, and Service Club to provide opportunities for service and extra-curricular activities.

Along with the priests who teach religion classes weekly, the principal serves as spiritual leader. With the help of a dedicated staff, prayer services, retreats, service projects, and character building activities are planned throughout the year. The principal has also been proactive in addressing the national problem of bullying. In 2008-2009, she invited acclaimed author Jodee Blanco to speak with the staff, students, parents, and community.

Serving as role model for the faculty, the principal greets students by name every morning, oversees morning announcements, and hosts student achievement rewards such as “Lunch with the Leader” and “Heroes”. The principal acts as a role model for peers by serving as a member of accreditation committees, the National Catholic Educational Association, and the Elementary Principals’ Association. Leadership is evident in all aspects of the school community and is devoted to the ongoing improvement of St. Joan of Arc.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV110

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>
K	1st	2nd	3rd	4th	5th
<u>\$3100</u>	<u>\$3100</u>	<u>\$3100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5028

5. What is the average financial aid per student? \$340

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	86	84	86	80	90
Number of students tested	23	28	26	20	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	88	79	92	80	90
Number of students tested	23	28	26	20	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	85	83	74	78	86
Number of students tested	27	27	21	30	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	86	85	77	87	83
Number of students tested	27	27	21	30	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	81	86	80	88	87
Number of students tested	29	20	26	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	87	77	82	82	82
Number of students tested	29	20	26	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	81	76	86	82	84
Number of students tested	21	29	26	27	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	76	79	81	77	76
Number of students tested	21	29	26	27	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	70	78	79	74	85
Number of students tested	24	28	28	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	82	83	84	72	84
Number of students tested	24	28	28	26	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	75	64	75	85
Number of students tested	24	26	22	27	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	86	76	69	69	83
Number of students tested	24	26	22	27	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	82	78	78	83	88
Number of students tested	18	14	24	25	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV110

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	80	68	74	78	85
Number of students tested	18	14	24	25	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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